

Democracy and Media (AHSE1199-01)

Olin College of Engineering
AHS Foundation
Fall 2020

Course Syllabus

Course Feedback Form

Use this anonymous feedback form for any positive/negative feedback or suggestion anytime (email notification is sent to Erhardt when submitted): *link removed*

Teaching Team

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Suggested citation: Graeff, Erhardt. 2020. "Democracy and Media - Olin College - Fall 2020 - Syllabus."

Course Description

Everyday, you have the opportunity to choose democracy. When we think of democracy, we usually think of a form of government: a representational democracy like the United States. But, the experience of participating in a representational democracy is not always democratic. Conversely, companies and colleges like Olin are not organized as democracies, and yet the people that work and study there have many opportunities to practice democracy. Democracy is something you, and those around you, can choose to create and practice. To achieve this, we must acknowledge that democracy is contextual and mediated. Dimensions such as gender, race, class, ideology, norms, economics, and institutional power all affect the political standing of citizens and issues. Media, too, has long shaped the experience of democracy: debate, writing, voting, and petitioning are ancient technologies. The design and use of contemporary information and communication technology dramatically shape how democracy plays out. This course will ask you to confront this tangle of interests, identity, technology, and power. We will ask ourselves the quintessential civic question: "What should we do?" and consider "What is my role and responsibility as a citizen? as an engineer? as a member of the Olin community?" You will find ways to make the spaces you live and work in more democratic. You will practice using your voice and influence to make change through public narrative, collective action, and media.

Learning Objectives

This course will introduce concepts and case studies in democracy, media and internet studies, social movements, and political communication, but it will also ask you to connect these ideas and examples of action to your identity and work as citizens and engineers.

By the end of the semester you should be able to:

- Articulate what it means to practice democracy in your everyday life, including connections between your roles and responsibilities as citizens and engineers
- Evaluate political actions and contexts using lenses such as gender, race, class, ideology, norms, and institutional power
- Map the power of a political system / map the assets of a community
- Facilitate a deliberative conversation with your peers on a political issue
- Compose and deliver a public narrative, combining a story of me, a story of us, and a story of now
- Propose designs for making a community or space you care about more democratic

Core Learning Activities

1. Public Narrative Project

Every student will create and share a "public narrative." This is a leadership practice developed by Marshall Ganz that calls people to action through storytelling. A good public narrative combines a "story of self," a "story of us," and a "story of now" to communicate why you have been called to make change in the world, why this matters to others, and what we can do about it right now. This project is the most demanding individual activity in the course and will have multiple deadlines to work through the different components.

2. Weekly Readings, Discussions, Activities, and Reflections

Every week we will try to understand core concepts or examples in the space of Democracy and Media through different modes of engagement. Readings and recordings consumed before class will provide the raw material for in class discussions and activities that animate the ideas. We will try out some popular tools and practice core skills of democratic action during our in-class activities.

Weekly written reflection assignments will offer opportunities to connect the ideas to your personal experiences and to investigate the topics more deeply through introspection and additional research. We will discuss some reflections in class to share each other's insights and unique perspectives.

3. Writing Workshops

Olin's Writing Initiatives Specialist Gillian Epstein will occasionally lead us through a series of workshops to improve our critical thinking and writing skills, with featured workshops on Critical Reading, Storytelling, and Evidence.

4. Designing for Democracy Project

This will be the culminating project in our course. Students will be able to form small teams based on shared interest. You will have the opportunity to return to any of the concepts, cases, tools, and skills covered in the course to develop a proposed design to make a community or space you care about more democratic. This could take the form of action campaigns, sketches for new or redesigned technologies, artistic expressions of a more democratic future, or other formats you might propose. Each design should be accompanied by a "Designer Statement" that describes what inspired its creation and how we should understand or use it. We will share these with the Olin community in our final event showcase.

Note: There is no single player mode for democracy. We are in this together. Most activities will involve collaboration even when assignments are individual. We will help each other to achieve our milestones.

Assessment

Like all courses in your first year, first semester at Olin, this course is graded Pass / No Record. Your semester grade will be based on your engagement with the course.

To assess your engagement, we expect you to submit your assignments. To pass, you should:

1. Submit a final Public Narrative project
2. Submit the majority of your weekly reflection assignments
3. Submit a final Designing for Democracy project
4. Participate in class

We will try to provide direct feedback on all major assignments in a timely fashion. You can help us achieve this by submitting assignments by their due date and time.

Late Policy

Adopted by class vote on 10 September 2020. Drafted here (link removed).

1. Adequate and/or early communication including a plan to complete work with Erhardt will prevent punitive consequences, with ultimate decision of Erhardt.
2. Communication regarding anticipated lateness should come as quickly as possible, with a plan included in that communication or coming immediately after. The plan should come as soon as possible, and an email about the lateness should come immediately.
3. All major projects that are late (e.g. the Designing for Democracy project) should be submitted on the due date with all current progress, an explanation of progress and the desired result, and a plan consisting of timing and obstacles.
4. **Students should reach out to develop a plan so that they can complete work.**

Citations

Use the Chicago (author-date) citation style to cite sources for any formal writing you do (e.g. the Designing for Democracy "Designer Statement"). See the [Chicago \(author-date\) Citation Style](#) guidance for formatting of inline citations and reference lists in the Chicago style. Many writing programs provide support for entering and formatting references in the Chicago style.

Accessibility Statement

Olin College of Engineering is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the [Disability Services at Olin \(DSO\)](#) as soon as possible. To receive any academic accommodation, you must be appropriately registered with DSO. The DSO works with students confidentially and does not disclose any disability-related information without their permission. The DSO serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the DSO.

We assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. Please talk to us as soon as you can about your individual learning needs and how this course can best accommodate them. Even if you do not have a documented disability, remember that there are other support services, including Writing Tutors, NINJAs/Course Assistants, ARCs, and Peer Tutors.

Respect for Diversity Statement

It is our intent that students from all diverse backgrounds and perspectives will be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. We expect students to conduct themselves in a way that respects the experiences and identities of all members of the class. Your suggestions are encouraged and appreciated. Please let Erhardt know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let Erhardt know so that we can make arrangements for you.

Work Life Balance

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress. We are in extraordinary times, which means we should take extraordinary measures to support our own and each other's well-being.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Check out [Olin's Mental Health and Wellness services](#). Consider reaching out to a friend, faculty, or family member you trust for help getting connected to the support that can help.

Class/Zoom Etiquette

Adopted by class vote on 10 September 2020. Drafted here (link removed).

- All rules may have exceptions with clear communication, and are at the discretion of the professor
- Zoom rules
 - Video should be on, and backgrounds should be allowed if you don't want people to see your room
 - Backgrounds should be non distracting (should not be moving backgrounds)
 - Unless in a breakout room, you should remain muted unless you are talking
 - Make sure that the room is silent before you speak, so that you don't speak over someone else
 - If you want to interject, drop a reaction (suggestion) or something in chat
 - If you do end up getting spoken over, drop your question or comment in chat
 - The largest priority is to be inclusive, and anytime that someone attempts to speak the meeting members should ensure that they are heard
 - If you have a question during someone else's talking time, then put it in the chat
 - Be respectful
 - Do not spam reaction emojis
 - Minimize side discussions in chat
 - Rules for Household Group members attending class in the same room
 - This practice is allowed, with a couple caveats
 - Each member should wear headphones to reduce feedback between group members
 - Each member should attend class on their own computer, both for attendance purposes and for breakout room purposes
 - If two students are attending together, they should join class in a space that is large enough to spread out to reduce interference during times when they are in separate breakout rooms.
 - Actively work to ensure that everyone that wishes to speak has the opportunity
- Tardiness to class
 - Lateness to class is handled on an individual basis

- This is dependent on communication, esp email
 - Class should start within 3-4 minutes of the official start time
- Preparedness
 - Come ready, having studied the readings and done the responses if possible
 - Even if you have not completed the responses, attend class if you are able

Course Schedule

Week 1

Day 1

In-class Activity: Designing our Class Social Contract

Day 2: Political Hobbyism & Voting Plans

Assignments

- **Read/View: Political Hobbyism & Voting Plans**
 - Read articles about Political Hobbyism
 - Hersh, Eitan D. 2017. “The Problem With Participatory Democracy Is the Participants.” *The New York Times*, June 29, 2017, sec. Opinion.
<https://www.nytimes.com/2017/06/29/opinion/sunday/the-problem-with-participatory-democracy-is-the-participants.html>.
 - Hersh, Eitan. 2020. “College-Educated Voters Are Ruining American Politics.” *The Atlantic*, January 20, 2020.
<https://www.theatlantic.com/ideas/archive/2020/01/political-hobbyists-are-ruining-politics/605212/>.
 - Explore ResistBot website (don't sign up unless you want to)
 - <https://resist.bot/>
 - Read about the value of making a Voting Plan
 - Acevedo, Adan, and Todd Rogers. 2016. “From Voting to Writing a Will: The Simple Power of Making a Plan.” *The Conversation* (blog). October 20, 2016.
<http://theconversation.com/from-voting-to-writing-a-will-the-simple-power-of-making-a-plan-65290>.

In-class Activity: Make a Voting Plan

Week 2

Day 3: What is Democracy?

Assignments

- **Read/View: What is Democracy?**

- Watch Astra Taylor's 2018 film *What is Democracy?* (107 minutes)
 - Taylor, Astra. 2018. *What Is Democracy?* Documentary. Zeitgeist Films. <https://zeitgeistfilms.com/film/whatisdemocracy>.
- Read the director Astra Taylor's essay discussing the books and ideas behind the film:
 - Taylor, Astra. 2018. "Declaration of Independence." *Bookforum*, 2018. <https://www.bookforum.com/print/2503/how-writing-about-democracy-can-become-more-democratic-20154>.
- **Reflective Essay 1: What is Democracy?**

In-class Activity: Pair & Share Reflective Essays

Day 4: Constitution Day / Critical Reading Workshop

Assignments

- **Read/View: Constitution Day & Critical Reading Workshop**
 - Read the opening essay to The New York Times Magazine's 1619 Project:
 - Hannah-Jones, Nikole. 2019. "America Wasn't a Democracy, Until Black Americans Made It One." *The New York Times*, August 14, 2019, sec. Magazine. <https://www.nytimes.com/interactive/2019/08/14/magazine/black-history-american-democracy.html>.
 - Read about 10 Common Misconceptions about the American Constitution:
 - McWhirter, Robert J. 2015. "10 Common Misconceptions about the Constitution." *ABA Journal*. September 17, 2015. https://www.abajournal.com/news/article/10_things_you_may_not_know_about_the_constitution.
 - Read Sanford Levinson's op-ed about America's Flawed Constitution:
 - Levinson, Sanford. 2012. "Our Imbecilic Constitution." *Campaign Stops* (blog). May 28, 2012. <https://campaignstops.blogs.nytimes.com/2012/05/28/our-imbecilic-constitution/>.

In-class Activity: Critical Reading Workshop with Gillian Epstein

Week 3

Day 5: Democracy, Community, and the Common Good

Assignments

- **Read/View: Democracy, Community, and the Common Good**

- Read about John Dewey and excerpt from John Dewey's "The Search for the Great Community"
 - Introduction to Dewey and the excerpt: Barber, Benjamin R, and Richard M. Battistoni, eds. 2011. "John Dewey: The Search for the Great Community." In *Education for Democracy*. Kendall Hunt Publishing Company.
 - The excerpt: Dewey, John. 1946. "The Search for the Great Community." In *The Public And Its Problems*, 143–54. Chicago: Gateway Books.
- Read four sections from the Stanford Encyclopedia of Philosophy's "Common Good" entry
 - Excerpts:
 - Introduction
 - 8. The Common Good in Politics: Democracy and Collective Decision-Making
 - 9. The Common Good in Civic Life: Burden Sharing and Resource Pooling
 - 11. Conclusion: Social Justice and the Common Good
 - Hussain, Waheed. 2018. "The Common Good." In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta, Spring 2018. Metaphysics Research Lab, Stanford University.
<https://plato.stanford.edu/archives/spr2018/entries/common-good/>.
- Listen to the TED Radio Hour episode "The Greater Good?" (~48min)
 - "The Greater Good?" 2020. TED Radio Hour. *NPR*.
<https://www.npr.org/programs/ted-radio-hour/879753283/the-greater-good>

- **Reflective Essay 2: What is the common good?**

In-class Activity: Pair & Share Reflective Essays

Day 6: Public Narrative

Assignments

- **Read/View: Public Narrative**
 - Watch Marshall Ganz's lecture on Public Narrative for Resistance School (~90min)
 - On Resistance School's website:
<https://www.resistanceschool.com/course/public-narrative/>
 - As a YouTube playlist:
<https://www.youtube.com/playlist?list=PLaT8qjnOmQI2fjCj76sAH1jXwKtIASzjN>
 - Read *Why Stories Matter* by Marshall Ganz (paywalled, access PDF in Week 3 Module)

- Ganz, Marshall. 2009. "Why Stories Matter." Sojourners, March 1, 2009. <https://sojo.net/magazine/march-2009/why-stories-matter>.

In-class Activity: Public Narrative Writing Sprint

Week 4

Day 7: The Public Sphere & Deliberative Democracy

Assignments

- **Read/View: The Public Sphere & Deliberative Democracy**
 - Read Habermas's overview of the history of the public sphere
 - Habermas, Jürgen. 1974. "The Public Sphere: An Encyclopedia Article (1964)." Translated by Sara Lennox and Frank Lennox. *New German Critique*, no. 3: 49–55. <https://doi.org/10.2307/487737>.
 - Read Amy Gutmann and Dennis Thompson's take of deliberative democracy
 - Gutmann, Amy, and Dennis Thompson. 2004. "What Deliberative Democracy Means." In *Why Deliberative Democracy?*, 1–29. Princeton, NJ: Princeton University Press.
 - Read a literature review of Citizen Deliberation Online
 - Rossini, Patricia, and Jennifer Stromer-Galley. 2020. "Citizen Deliberation Online." In *The Oxford Handbook of Electoral Persuasion*, edited by Elizabeth Suhay, Bernard Grofman, and Alexander H. Trechsel. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190860806.001.0001>.
- **Reflective Essay 3: How do we discuss good ends and means?**

In-class Activity: Pair & Share Reflective Essays

Day 8: Deliberative Forums & Assemblies

Assignments

- **Read/View: Deliberative Forums & Assemblies**
 - NECESSARY FOR THURSDAY: Read the National Issues Forum Issue Guide on Free Speech & The Inclusive Campus
 - NASPA. 2020. "Free Speech & The Inclusive Campus." Washington, DC: National Association of Student Personnel Administrators, Inc. <https://www.nifi.org/en/issue-guide/free-speech>.
 - Read *The Economist* article on Citizen Assemblies
 - The Economist. 2020. "Citizens' Assemblies Are Increasingly Popular." *The Economist*, September 19, 2020.

<https://www.economist.com/international/2020/09/19/citizens-assemblies-are-increasingly-popular>.

- OPTIONAL: Read the Kettering Foundation's take on deliberative democracy
 - Kettering Foundation. 2008. "Public Deliberation in Democracy." Dayton, OH: Kettering Foundation.
<https://www.kettering.org/catalog/product/public-deliberation-democracy>.

In-class Activity: National Issues Forum on Free Speech & The Inclusive Campus with guest moderator Alex Lovit from Kettering Foundation

Week 5

Day 9: Story of Self

Assignments

- **Story of Self (part of Public Narrative project)**

In-class Activity: Storytelling Workshop with Gillian Epstein

Day 10: Other Forms of Discourse — Testimony

Assignments

- **Read/View: Other Forms of Discourse — Testimony**
 - Read "Against Deliberation"
 - Sanders, Lynn M. 1997. "Against Deliberation." *Political Theory* 25 (3): 347–76.
 - Listen to "She Said, She Said" from The Last Archive podcast
 - Lepore, Jill. 2020 "Episode 8: She Said, She Said." *The Last Archive*. Accessed September 27, 2020.
<https://www.thelastarchive.com/season-1/episode-8-she-said-she-said>.

In-class Activity: Intersectionality / Matrix of Domination small group discussions

Week 6

Day 11: Other Forms of Discourse — Dissent

Assignments

- **Read/View: Other Forms of Discourse — Dissent**
 - Read Tommie Shelby's "Impure Dissent" chapter
 - Shelby, Tommie. 2016. "Impure Dissent." In *Dark Ghettos: Injustice, Dissent, and Reform*, 252–274. Cambridge, MA: Harvard University Press. <https://doi.org/10.4159/9780674974647-010>.
 - Read about Memes as Dissent with a case study from Azerbaijan
 - Pearce, Katy. 2015. "Memeology Festival 07. Memetic Disparaging Dissent: Memes Against the Oppressor in Azerbaijan – Culture Digitally." *Culture Digitally* (blog). November 17, 2015. <http://culturedigitally.org/2015/11/memeology-festival-07-memetic-disparaging-dissent-memes-against-the-oppressor-in-azerbaijan/>.
- **Reflective Essay 4: What is the power of testimony/dissent?**

In-class Activity: Taking Memes Way Too Seriously

Week 7

Day 12: Levers of Power

Assignments

- **Story of Us (part of Public Narrative project)**
- **Read/View: Levers of Power**
 - Read Eric Fretz's introduction to the concept of "power" for students in a Public Achievement program
 - Fretz, Eric. 2005. "Core Concept: Power." https://inside.augsburg.edu/publicachievement/files/2012/12/core_concept_power.pdf.
 - Read Ethan Zuckerman's blog post of his talk "Insurrectionist Civics in the Age of Mistrust"
 - Zuckerman, Ethan. 2015. "Insurrectionist Civics in the Age of Mistrust." ... *My Heart's in Accra* (blog). October 19, 2015. <http://www.ethanzuckerman.com/blog/2015/10/19/insurrectionist-civics-in-the-age-of-mistrust/>.

- Read Chapter 12: "Choosing to Participate" from Facing History and Ourselves's textbook *Holocaust and Human Behavior*
 - Facing History and Ourselves. 2018. "Choosing to Participate." In *Holocaust and Human Behavior*, 668–721. Brookline, MA: Facing History and Ourselves.
<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-12>.

In-class Activity: Power Mapping

Day 13: Organizing / Story of Us Writing Workshop

Assignments

- **Read/View: Organizing**
 - Watch Hahrie Han's keynote at Learning Forward 2017
 - Han, Hahrie. 2017. "Change, Agency & Learning: Moving to Action." Presented at the Learning Forward Annual Conference, Orlando, FL.
<https://www.youtube.com/watch?v=PI0bBys75CQ>.
 - Read Hahrie Han's NYT op-ed on When Does Activism Become Powerful?
 - Han, Hahrie. 2019. "When Does Activism Become Powerful?" *The New York Times*, December 16, 2019, sec. Opinion.
<https://www.nytimes.com/2019/12/16/opinion/activism-power-victories.html>.
 - Browse these Tables & Figures from Hahrie Han's book *How Organizations Develop Activists*
 - Han, Hahrie. 2014. *How Organizations Develop Activists: Civic Associations And Leadership In The 21st Century*. 1 edition. Oxford ; New York: Oxford University Press.
 - Table 1-1: Comparison of Lone Wolf, Mobilizing, and Organizing Models
 - Figure 2-2: The Activist Ladder
 - Table 6-1: Practices Distinguishing High-Engagement Organizations from Low-Engagement Organizations

In-class Activity: Story of Us Writing Workshop with Gillian Epstein

Week 8

Day 14: Social Movements

Assignments

- **Read/View: Social Movements**
 - Read Charles Tilly's Introduction to *Social Movements, 1768–2004*

- Tilly, Charles. 2004. "Social Movements as Politics." In *Social Movements, 1768-2004*, 1 edition, 1–15. Boulder: Routledge.
 - Read excerpt from Zeynep Tufekci's book *Twitter and Tear Gas*
 - Tufekci, Zeynep. 2017. "Twitter, Tear Gas, Revolution. How Protest Powered by Digital Tools Is Changing the World." *Wired*, May 22, 2017. <https://www.wired.com/2017/05/twitter-tear-gas-protest-age-social-media/>.
- **Reflective Essay 5: When are we a social movement?**

In-class Activity: Strategy & Theory of Change

Day 15: The Electoral College and Misinformation (student request)

Assignments

- **Read/View: The Electoral College and Misinformation**
 - Readings on The Electoral College
 - *The Guardian*. 2020. "Electoral College Explained: How Biden Faces an Uphill Battle in the US Election," October 24, 2020. <https://www.theguardian.com/us-news/ng-interactive/2020/oct/24/electoral-college-explained-biden-uphill-battle-us-election>.
 - Tarr, G. Alan. 2019. "Five Common Misconceptions About the Electoral College." *The Atlantic*, November 29, 2019. <https://www.theatlantic.com/ideas/archive/2019/11/five-common-misconceptions-about-electoral-college/602596/>.
 - OPTIONAL
 - Codrington, III, Wilfred . 2019. "The Electoral College's Racist Origins." *The Atlantic*, November 17, 2019. <https://www.theatlantic.com/ideas/archive/2019/11/electoral-college-racist-origins/601918/>.
 - Amar, Vikram David. 2020. "How to—Carefully—Surmount the Electoral College." *The Atlantic*, January 14, 2020. <https://www.theatlantic.com/ideas/archive/2020/01/national-popular-vote/604861/>.
 - Readings on Misinformation / Disinformation
 - READ pp. 1–3 & 27–46 ONLY OF THIS REPORT: Marwick, Alice E., and Rebecca Lewis. 2017. "Media Manipulation and Disinformation Online." Data & Society Research Institute. <https://datasociety.net/library/media-manipulation-and-disinfo-online/>.
 - Giwa, Cynthia Gordy. 2020. "How to Spot (and Fight) Election Misinformation." *ProPublica* (blog). October 23, 2020. <https://www.propublica.org/article/how-to-spot-and-fight-election-misinformation>.

- *Democracy and Dragons* illustrated guide to misinformation and voting plans written and illustrated by Liz Prince: <https://misinfographics.net/>.
- OPTIONAL: GUIDES TO IDENTIFYING, COUNTERING, AND COPING WITH MISINFORMATION
 - Robertson, Adi. 2020. "A Guide to Fighting Lies, Fake News, and Chaos Online." *The Verge* (blog). June 1, 2020. <https://www.theverge.com/21276897/fake-news-facebook-twitter-misinformation-lies-fact-check-how-to-internet-guide>.
 - Donovan, Joan. 2020. "How Civil Society Can Combat Misinformation and Hate Speech Without Making It Worse." *Medium* (blog). October 7, 2020. <https://medium.com/political-pandemonium-2020/how-civil-society-can-combat-misinformation-and-hate-speech-without-making-it-worse-887a16b8b9b6>.
 - Phillips, Whitney. 2020. "The Election Will Bring a Hurricane of Misinformation." *Wired*, October 19, 2020. <https://www.wired.com/story/the-election-will-bring-a-hurricane-of-misinformation/>.
- OPTIONAL: BACKGROUND ON FOREIGN DISINFORMATION CAMPAIGNS
 - Benkler, Yochai. 2020. "The Danger of Overstating the Impact of Information Operations." *Lawfare* (blog). October 23, 2020. <https://www.lawfareblog.com/danger-overstating-impact-information-operations>.
 - Pollack, John. 2017. "Russian Disinformation Technology." *MIT Technology Review*, April 13, 2017. <https://www.technologyreview.com/2017/04/13/152305/russian-disinformation-technology/>.
- OPTIONAL: MORE FUN
 - Bad News browser game about misinformation on social media by DROG: <https://www.getbadnews.com/>
 - Meme War Weekly newsletter details the latest political memes being employed for media manipulation around the world: <https://medium.com/memewarweekly>

In-class Activity: Strategy & Theory of Change, Part II

Week 9

Election Day observed — No Class

Assignments

- **Story of Now (part of Public Narrative project)**

Day 16: Post-Election Day

Assignments

- **Read/View: Election Science Fiction/Fact**
 - Read "Franchise" by Isaac Asimov
 - Asimov, Isaac. 1955. "Franchise." *If: World of Science Fiction*, August 1955. <http://archive.org/details/195508IF0000>.
 - Listen to the episode Project X from *The Last Archive*.
 - Lepore, Jill. 2020. "Episode 5: Project X." *The Last Archive*. Accessed September 28, 2020. <https://www.thelastarchive.com/season-1/episode-5-project-x>.

In-class Activity: Discuss Election Day

Week 10

Day 17: Nonviolence

Assignments

- **Story Revisions and Linking (part of Public Narrative project)**
- **Read/View: Nonviolence**
 - Read about Gandhi's concept of *satyagraha*
 - Parekh, Bhikhu. 1997. "Satyagraha." In *Gandhi*, 64–77. A Very Short Introduction. Oxford University Press.
 - Watch a TED talk about the power of nonviolence and read a two-part interview with the presenter/author
 - Chenoweth, Erica. 2013. "The Success of Nonviolent Civil Resistance." Presented at the *TEDxBoulder*. <https://www.youtube.com/watch?v=YJSehRIU34w>.
 - Nicholassen, Michelle, and Erica Chenoweth. 2019a. "The Lasting Power of Nonviolent Resistance—Part 1." *Epicenter (The Weatherhead Center for International Affairs)* (blog). January 24, 2019. <https://epicenter.wcfia.harvard.edu/blog/lasting-power-nonviolent-resistance>.
 - ———. 2019b. "The Lasting Power of Nonviolent Resistance—Part 2." *Epicenter (The Weatherhead Center for International Affairs)* (blog). March 20, 2019. <https://epicenter.wcfia.harvard.edu/blog/lasting-power-nonviolent-resistance-part-2>.

- SKIM this academic article about the power of violent protest
 - Enos, Ryan D., Aaron R. Kaufman, and Melissa L. Sands. 2019. "Can Violent Protest Change Local Policy Support? Evidence from the Aftermath of the 1992 Los Angeles Riot." *American Political Science Review* 113 (4): 1012–28. <https://doi.org/10.1017/S0003055419000340>.

In-class Activity: Watch and Analyze James Croft's "6.12 seconds" Public Narrative

Day 18: Public Narrative Performance Workshop

Assignments

- **Read/View: Public Narrative Performance**
 - Watch Kelly Wirth of Mothers Out Front tell her Stories of Self, Us, and Now on YouTube (7:43 min total)
 - Kelly Wirth's Story of Self (link will autoplay the Stories of Us and Now videos in the playlist):
<https://www.youtube.com/watch?v=g5-Esk9wbBI&list=PLEy7fvFBuKGnaMpHuHavaqmUsHyXmuDs7&index=4>
 - Watch UNH student Michael Vidal's MLK celebration speech on YouTube (6:32 min)
 - Michael Vidal's public narrative:
<https://www.youtube.com/watch?v=Lt807frCzZY&list=PLEy7fvFBuKGnaMpHuHavaqmUsHyXmuDs7&index=16>
 - Watch Olin alum Antonio Perez's Remaking Education speech on YouTube (14:55 min)
 - Antonio Perez's public narrative:
<https://www.youtube.com/watch?v=ywAliVKkhbs&list=PLEy7fvFBuKGnaMpHuHavaqmUsHyXmuDs7&index=19>

In-class Activity: Workshopping Public Narratives with Gillian Epstein

Week 11

Day 19: Public Narrative Presentations

Assignments

- **Final Public Narrative Text (part of Public Narrative project)**
- **Final Public Narrative Presentation (part of Public Narrative project)**

In-class Activity: Public Narrative Presentations, Part I

Day 20: The Good Citizen / Public Narrative Presentations

Assignments

- **Read/View: The Good Citizen**
 - Read "Changing Concepts of Democracy" by Michael Schudson
 - Schudson, Michael. 1998. "Changing Concepts of Democracy." Presented at the *Democracy and Digital Media Conference*, Massachusetts Institute of Technology, June 4. <http://web.mit.edu/m-i-t/articles/schudson.html>.

In-class Activity: Public Narrative Presentations, Part II

Public Narrative Presentations (Part III) for Olin Community performed by Volunteers on Friday afternoon

Week 12

Day 21: Civic Professionalism

Assignments

- **Read/View: Civic Professionalism**
 - Read the first chapter of Albert Dzur's *Democracy Inside*
 - Dzur, Albert W. 2018. "Democratic Professionals as Agents of Change." In *Democracy Inside: Participatory Innovation in Unlikely Places*, 1–24. New York: Oxford University Press.
 - Read the "Citizen Professionals" chapter of Harry Boyte's *The Citizen Solution*
 - Boyte, Harry C. 2008. "Citizen Professionals." In *The Citizen Solution: How You Can Make A Difference*, 143–57. Saint Paul: Minnesota Historical Society Press.
- **Reflective Essay 6: What are the civic responsibilities of engineers?**

In-class Activity: Being a Civic Engineer is a Mood (Creating Civic Professional Mood Boards)

Week 13

Day 22: Designing for Democracy Project Launch

Assignments

- NONE

In-class Activity: Kickstarting Democracy Designs (Brainstorm and Teaming)

Day 23: Designing for Democracy Project Studio

Assignments

- **Confirm Teams for Designing for Democracy Project**
- **Explore: Democratizing Social Media**
 - Read "Civic Logic: Social Media with Opinion and Purpose"
 - Zuckerman, Ethan, and Chand Rajendra-Nicolucci. 2020. "Civic Logic: Social Media with Opinion and Purpose." *Knight First Amendment Institute at Columbia University* (blog). November 20, 2020. <https://knightcolumbia.org/content/civic-logic-social-media-with-opinion-and-purpose>.
 - Explore:
 - Gobo: <https://gobo.social/>
 - Mastodon: <https://joinmastodon.org/>
 - Planetary: <https://planetary.social/>
 - Parlio: (defunct; see TechCrunch video "Inside Parlio"
 - <https://www.youtube.com/watch?v=c3SWUD3ASRI>)
 - diaspora*: <https://diasporafoundation.org/>
 - Causes.com: <https://www.causes.com/>

In-class Activity: Project Team Breakouts

Week 14

Day 24: Designing for Democracy Project Studio

Assignments

- **Designing for Democracy Draft Project**

- **Explore: Democratizing Design Frameworks**
 - Read about Dunne & Raby's Critical (Speculative) Design approach
 - Introduction to Speculative Design
 - Tran, Tony Ho. 2019. "Speculative Design: 3 Examples of Design Fiction." *Inside Design* (blog). April 8, 2019. <https://www.invisionapp.com/inside-design/speculative-design/>.
 - Dunne & Raby's Critical Design FAQ
 - Dunne, Anthony, and Fiona Raby. n.d. "Critical Design FAQ." Dunne & Raby. Accessed December 3, 2020. <http://dunneandraby.co.uk/content/bydandr/13/0>.
 - Preface to Dunne & Raby's book featuring their A/B manifesto for critical design
 - Dunne, Anthony, and Fiona Raby. 2013. *Speculative Everything: Design, Fiction, and Social Dreaming*. Illustrated edition. Cambridge, Massachusetts ; London: The MIT Press. <https://readings.design/PDF/speculative-everything.pdf>.
 - Read the Design Justice zine: "Design Justice in Action"
 - Design Justice Network. 2017. "Design Justice In Action." Issue 3. *Design Justice*. https://static1.squarespace.com/static/5d5d34e927fded000105ccc4/t/5db4becfc494f4106d5a5b4a/1572126421218/DJ_2017_Issue3_SM.pdf.
 - Explore:
 - Co-Design
 - [Building Technology With. Not For Communities](#)
 - [Design Justice Network Principles](#)
 - [Towards Equitable Design When We Design with Marginalized Communities](#)
 - Civic/Government Technology Design Guidelines
 - [Field Guides to Ensuring Voter Intent](#)
 - [U.S. Web Design System - Design Principles](#)
 - [Meaningful Inefficiencies](#)
 - Design Ethics
 - [Values Sensitive Design](#)
 - [Feminist HCI \(Human-Computer Interaction\)](#)
 - ["Ethical AI"](#)
 - Principles for Data Privacy and Consent
 - [Consentful Tech](#)
 - [Our Data Bodies's "Digital Defense Playbook"](#)
 - [Data Feminism](#)
 - [Feminist Data Manifest-No](#)
 - [Study Up \(in Data Science\)](#)

In-class Activity: Project Team Check-ins

Day 25: Designing for Democracy Project Studio

Assignments

- NONE

In-class Activity: Project Team Breakouts

Final Event

Day 26: Designing for Democracy Project Showcase

Assignments

- **Designing for Democracy Final Project**

In-class Activity: Gallery Walk and Short Presentations